

## ***Fall* Reading Assessment *FOR* Learning** **PROTOCOL for *Grade 1 The Snail***

In this Grade 1 Reading Assessment, students look at or read the selection entitled ***The Snail*** from **Thomson Nelson, Flying Colours, Level 3-C**

Setting the stage for the Assessment takes approximately 10 minutes and can easily be done as a whole group activity at Group Time or Story Time. Students will then need 10 - 15 minutes to look at the book and draw a picture on the Question and Answer Sheet. This can be done in small groups or as a whole class, at Center Time or at Reading Time. The individual Book Sharing and Conference, likewise, can take place during Centers or Reading Time. It is preferable to have two teachers involved. If a second teacher is not available, additional time is necessary to complete the Book Sharing and Conference components. The assessment is best woven into ongoing instructional activities such as Group Time, Story Time, Reading Time and Center Time and can take place over a period of as much as a week or two.

<p>Teacher materials required:</p> <ol style="list-style-type: none"> <li>1. Conference Sheet (run on back of Q&amp;A Sheet)</li> </ol> <p>Student materials required:</p> <ol style="list-style-type: none"> <li>1. class set of Question and Answer Sheet</li> <li>2. the appropriate number of copies of <b><i>The Snail</i></b></li> </ol>
--

**Assessments should allow students to exhibit their strengths.**

With this in mind, the following script is provided for your use.

Most students in your class will not be able to read this story early in the year. It is still valuable to gather information about how your students approach books. Incorporate a picture walk and encourage students to look at the pictures as well as the words and to respond to the best of their ability by drawing, writing if they want to, and talking. Scribe all oral responses.

<b>Rationale</b>	<b>Steps</b>	<b>Points to Consider</b>
<p>It is important that students understand the <b>purpose of the assessment</b> and how the information is going to be used.</p>	<p>“Today, we’re all going to look at a book, called <b><i>The Snail</i></b>. After we look at the pictures together, you will have some time to look at the pictures and read or tell the story to yourself. Then you will draw a picture about the story. You can write some letters or words to go with your picture if you want to. While you are drawing, you are each going to have a turn to share the story with me.”</p>	<p>Make sure the students know what you want them to do after they have finished, and that they have the materials they need.</p>

Rationale	Steps	Points to Consider
<p>Proficient readers <b>access background knowledge (schema)</b> before they read to increase their understanding.</p>	<p>“Let’s think about the title before we look at the book. It is called <i><b>The Snail</b></i>. What do you think this book is going to be about? What do we know from the title? What can we learn from the picture on the cover?”</p> <p>Ask the class to share predictions about the story so everyone hears the same information.</p> <p>After 3 students have shared with the whole class, encourage individual students to recall the ideas just shared.</p> <p>“ Let’s turn the pages and look at the pictures in this story.”</p>	<p>If you have ESL students make sure they know what a snail is, where it is found, and what it might do.</p> <p>A picture walk introduces the story vocabulary. Try to use all of the words in the story as you do the picture walk. This provides students with some of the background knowledge they need in order to read unfamiliar text.</p>
<p>Proficient readers read with a <b>purpose</b>.</p>	<p>Look at one Question and Answer Sheet together.</p> <p>“Let’s look at this sheet together BEFORE you begin, so that you know what you need to do.”</p> <p>“I’ll put my finger on the big square. This is where you will draw your picture about the story and write your words. Try to show what is in the story and what it is doing.”</p>	<p>If a student requires support with a question during the assessment and if support is given, record this information for use in planning for instruction.</p>

- Brownlie: DART adapted by McMahan and Bjornson. Jan. 2005.
- EP Common Text Reading Assessment - © Faye Brownlie, 2008  
Co-created with Jean Adshead & Gina Rae

Rationale	Steps	Points to Consider																		
<p>The oral reading provides a great deal of information about the <b>strategies that students use</b> when decoding and comprehending text.</p> <table border="1" data-bbox="131 499 456 1283"> <thead> <tr> <th>Reading Behaviour</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td>Omission</td> <td>home</td> </tr> <tr> <td>Insertion</td> <td>Old My^house</td> </tr> <tr> <td>Substitution</td> <td>house home</td> </tr> <tr> <td>Repetition</td> <td>R</td> </tr> <tr> <td>Sounding Out</td> <td>SO</td> </tr> <tr> <td>Self-Correction</td> <td>SC</td> </tr> <tr> <td>Told student the word</td> <td>T</td> </tr> <tr> <td>Pause</td> <td>he told</td> </tr> </tbody> </table>	Reading Behaviour	Code	Omission	home	Insertion	Old My^house	Substitution	house home	Repetition	R	Sounding Out	SO	Self-Correction	SC	Told student the word	T	Pause	he told	<p>“You now know what you have to do. I also have a part to do. My part is to talk to you about the story.”</p> <p>Students will ‘read’ from their copy of the story. Record your observations and scribe answers to questions on the back of the Q&amp;A sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One to one time is valuable.</p> <p>No one reader is singled out.</p> <p>Most students are comfortable sharing a story in the classroom, while others may be more comfortable in another setting.</p> <p>It is helpful to copy the Q&amp;A sheet and the Conference Sheet back to back.</p>
Reading Behaviour	Code																			
Omission	home																			
Insertion	Old My^house																			
Substitution	house home																			
Repetition	R																			
Sounding Out	SO																			
Self-Correction	SC																			
Told student the word	T																			
Pause	he told																			
<p>The interview allows students to <b>demonstrate their understanding orally.</b></p>	<p>“After sharing the story with you I will look at your drawing and <b>ask you a few questions.</b>”</p>																			
	<p>Distribute selection entitled <b><i>The Snail.</i></b></p> <p>“First look at or read the whole book.”</p> <p>Remind students to be thoughtful as they draw and write and remind them that they can look back at the story as much as they need to.</p>	<p>Give the students about 5 minutes to settle before you start the Book Sharing and Interviews.</p>																		
<p>Assessments should allow students to <b>exhibit their strengths.</b></p>	<p>Give students the time they need to finish the assessment.</p>	<p>It usually takes most students between 10 and 20 minutes.</p>																		

- Brownlie: DART adapted by McMahan and Bjornson. Jan. 2005.
- EP Common Text Reading Assessment - © Faye Brownlie, 2008  
Co-created with Jean Adshead & Gina Rae